

Date of request: 01-OCT-2021

Request ID: E-2021-ELRT-127

College: E

Department: ELRT

Initiator name: eric archer

Initiator email: eric.archer@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: Y

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

WES Change Course EDLD 3020

Specific Course Change type selected: WMU Essential Studies - Level 3: Connections

1. Existing course prefix and number:
EDLD 3020

2. Level 3: Connections:
Indicate which course category the course should be placed in:
Global Perspectives

3. Indicate which ONE additional required student learning outcome the course will assess:
Work both independently and in collaboration with others to achieve goals

4. AND, Indicate which ONE additional required student learning outcome the course will assess:
Demonstrate effective and appropriate oral and digital communication abilities

5. How are you going to address this in your course?
Real-World Problems will be addressed in this course in two ways. First, students will engage in an ongoing service-learning activity of their choice where they interface with their communities in order to understand complex problems faced by a particular group of individuals in said community and to leverage their skills to help to address this real-world problem through service. Secondly, students will complete an in-depth analysis of a global social movement of their choice using the Social Change Model of Leadership Development to interrogate the complex and intersecting issues related to engaging in activism and social change in society.

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is current or new WMU Essential Studies Course. Otherwise, respond No.

Yes

D. Explain briefly and clearly the proposed improvement.

Initial WMU Essential Studies review and approval.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Initial WMU Essential Studies review and approval.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. Develop global and international perspectives.
2. Work both independently and in collaboration with others to achieve goals.
3. Demonstrate effective and appropriate oral and digital communications.
4. Recognize the role of culture in leadership and strategies for developing culturally competent leaders.
5. Analyze local and global social systems and the role of activism and social justice work within these systems.
6. Examine best practices for leading diverse, global teams in a variety of professional contexts.
7. Articulate strategies for leading change within a variety of organizations.
8. Engage in service-learning activities through the development and implementation of an individual or small group service-learning project.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Initial WMU Essential Studies review and approval.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

Initial WMU Essential Studies review and approval.

COLLEGE CURRICULUM COMMITTEES MAY REQUIRE ADDITIONAL INFORMATION

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

Initial WMU Essential Studies review and approval.

COLLEGE CURRICULUM COMMITTEES MAY REQUIRE ADDITIONAL INFORMATION

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Initial WMU Essential Studies review and approval.

COLLEGE CURRICULUM COMMITTEES MAY REQUIRE ADDITIONAL INFORMATION

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Initial WMU Essential Studies review and approval.

COLLEGE CURRICULUM COMMITTEES MAY REQUIRE ADDITIONAL INFORMATION

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

One section each Fall with 25 student capacity. Plan is to offer the course in a hybrid format.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Initial WMU Essential Studies review and approval.

O. Current catalog copy:

This course will focus on topics of leadership and social change. Course topics will include an examination of the Social Change Model of Leadership Development, and applications of this model to various educational and professional contexts. A service-learning project will be used to bring the Social Change Model of Leadership to life. Strategies for leading diverse teams and issues in social justice leadership will be addressed as well.

Prerequisites & Corequisites: Prerequisite: EDLD 2000 or instructor approval; with a grade of "C" or better in all prerequisites.

Credits: 3 hours

Notes: Open to undergraduate students only.

P. Proposed catalog copy:

This course will focus on topics of leadership and social change. Course topics will include an examination of the Social Change Model of Leadership Development, and applications of this model to various educational and professional contexts. A service-learning project will be used to bring the Social Change Model of Leadership to life. Strategies for leading diverse teams and issues in social justice leadership will be addressed as well. This course meets the student learning outcomes in the WMU Essential Studies Level 3 - Connections, Global Perspectives Course Category.

Prerequisites & Corequisites: Prerequisite: EDLD 2000 or instructor approval; with a grade of "C" or better in all prerequisites.

Credits: 3 hours

Notes: Open to undergraduate students only.

Department Curriculum Chair approver: brian horvitz

Department Curriculum Chair comment:

Date: 01-OCT-2021

Department approver: Donna Talbot

Chair comment:

Date: 01-OCT-2021

EDLD 3020 – 100
LEADERSHIP AND ADVOCACY FOR A DIVERSE SOCIETY
3 SEMESTER HOURS

Western Michigan University
Department of Educational Leadership, Research and Technology
Undergraduate Minor in Leadership for Social Change

****This course satisfies WMU Essential Studies Level 3: Connections – Global Perspectives Category****

Instructor

D. Eric Archer, PhD, CCLS

Associate Professor, Educational Leadership in Higher Education
 Program Coordinator, MA in Educational and Global Leadership (EGL)
 Program Coordinator, Undergraduate Minor in Leadership for Social Change
 Department of Educational Leadership, Research and Technology
 Allied Faculty, Global and International Studies Program
 3571 Sangren Hall
 Email: eric.archer@wmich.edu
 Office Phone: 269.387.3888
 Twitter: @higheredwmu

Personal Pronouns: he/him/his

Schedule an appointment: <https://go.oncehub.com/eric-archer>

Office Hours

Wednesdays, 4:00-6:00 pm; and by appointment

The instructor is available for office hours online through Zoom (access the meeting site at this link: <https://zoom.us/j/2693873888>). The above office hours are subject to change based on the instructor's personal and professional meeting and travel schedule. If the instructor is not available during a regularly scheduled office hours session, he will communicate this to students through E-learning.

Class Location, Meeting Date and Time

Hybrid; Wednesday evening meetings from 6-7:50 pm

Required Textbook

*Komives, S. R., Wagner, W., & Associates. (2017). *Leadership for a better world: Understanding the social change model of leadership development* (2nd ed.). Jossey-Bass. (ISBN: 978-1119207597).

*The above required textbook is available online through the Western Michigan University Library. If you need assistance with the online version, please contact Michele Behr (michele.behr@wmich.edu).

Required Supplemental Learning Resources

The instructor will provide several additional required learning resources (readings, videos, etc.) throughout the semester to support course topics. Students can access these additional resources on WMU E-learning or through WMU Library's Course Reserves. The instructor will post due dates for all additional learning resources on E-learning while also expecting students to find supplemental materials (news stories, media, outside readings, etc.) that contribute to in-class and online discussions.

Below is a list of **required** supplemental readings the instructor intends to utilize in addition to the required textbooks listed above. Please note that the instructor may choose to require other materials in addition to what is listed below:

Bridges, W. (2009). *Managing transitions: Making the most of change* (3rd ed.). De Capo Press. (Chapters 1-4)

Gundling, E., Hogan, T., & Cvitkovich, K. (2011). *What is global leadership? 10 key behaviors that define great global leaders*. Nicholas Brealey Publishing. (Chapter 2)

Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). SAGE Publications, Inc. (Chapter 1)

Reilly, E. C. (2007). Leadership in a global society: Habits of mind, of heart, and of action. *Educational Leadership and Administration*, 19, 139-147, 149.

Course Description (WMU Undergraduate Catalog)

This course will focus on topics of leadership and social change. Course topics will include an examination of the Social Change Model of Leadership Development and applications of this model to various educational and professional contexts. A service-learning project will be used to bring the Social Change Model of Leadership to life. Strategies for leading diverse teams and issues in social justice leadership will be addressed as well.

Course Purpose

The purpose of this course is to examine theories and strategies for leveraging leadership practice for advocacy and social change in larger society. Students will explore the social change model of leadership development and discuss how they can be social change agents in their personal and professional lives.

Course Format

Students will meet the objectives of this course through a combination of assigned readings, online class activities, written assignments (both individual and group), and a

service-learning project. This course will utilize the WMU E-learning course management system for all class requirements. Students can access the E-learning site for this course from the WMU homepage (www.wmich.edu) or at the following address: <https://elearning.wmich.edu/>

EDLD 3020 Course Objectives

The student will:

1. Develop global and international perspectives.
2. Work both independently and in collaboration with others to achieve goals.
3. Demonstrate effective and appropriate oral and digital communications.
4. Recognize the role of culture in leadership and strategies for developing culturally competent leaders.
5. Analyze local and global social systems and the role of activism and social justice work within these systems.
6. Examine best practices for leading diverse, global teams in a variety of professional contexts.
7. Articulate strategies for leading change within a variety of organizations.
8. Engage in service-learning activities through the development and implementation of an individual or small group service-learning project.

Course Activities, Assignments, and Requirements

Introductory Letter, 1 at 5 points (5%)

Description: Write a brief letter to the instructor (1-2 pages, single-spaced in standard format – 12-point font) as an introduction to yourself. Please address your educational background, interests, current experiences and future aspirations as well as how you think this class will relate to your future career. You may also include anything else you consider appropriate or relevant, including a fun or interesting fact about yourself and/or any personal interests you have. **Submit your Introductory Letter through the Dropbox in E-learning.**

Leadership Application Activities, 6 at 30 points each (30%)

Description. Participate in six (6) guided, in-class leadership activities at various points in the semester.

Leadership Case Study Analyses, 2 at 10 points each (20%)

Description: Working in small groups, students will respond to two case studies in order to demonstrate their understanding of various theories/concepts learned in the course. The purpose of the case study assignments is to encourage students to demonstrate how they would apply theory to address real-world leadership situations. To obtain credit for these case studies, students should submit a shared group document outlining their analysis of the case (2-3 double-spaced pages). The instructor will provide discussion prompts to guide student analyses of cases. **Submit case study analyses (one per group) to E-learning.**

Service-Learning Project (Hours Log and Reflection), 1 at 20 points (20%)
WMU Essential Studies assessment for SLO #2: Work both independently and in collaboration with others to achieve goals.

Description: Working as an individual or in small groups, students will complete a service-learning project consisting of a minimum of 25 contact hours with other individuals or an organization over the course of the semester. Students are free to choose a wide-range of potential service activities including individual volunteer service, providing volunteer service to an existing organization, virtual service-learning opportunities, etc. Service activities can take place on the WMU campus, in the larger Kalamazoo community, with organizations that are from the students' hometown, etc. Some volunteer opportunities in the Kalamazoo community can be found here:

<https://gryphon.org/volunteer/>. However, there are numerous potential volunteer sites for students in the course. While completing service-learning activities, students will keep a log tracking their hours as well as a brief description of tasks completed during those hours. The minimum of 25 volunteer hours can be completed all at once in a single activity or across multiple volunteer activities. At the end of the semester, students will submit their hours log to the instructor along with a 3-5 page, double-spaced paper providing a brief overview of the service activity completed, student's reflections on what they learned while completing this activity, how aspects of their service related to the 7 C's from the social change model, and how they plan to leverage this experience in their future personal and professional lives. **Submit your Service-Learning Project (Hours Log and Reflection) through the Dropbox in E-learning.**

Global Social Movement Analysis Presentation, 1 at 25 points (25%)
WMU Essential Studies assessment for SLO's #1 and #3: Develop global and international perspectives; Demonstrate effective and appropriate oral and digital communications.

Description: Working in small groups, students will select a global social movement (either past or present) to analyze using the social change model of leadership development. Examples of global social movements include: Black Lives Matter (both in the U.S. and abroad); the anti-Apartheid movement in South Africa; the U.S. Civil Rights movement; the Feminist movement; Occupy Wall Street; Canada's Indigenous People's movement; etc. Once a group has selected a global social movement, they are to conduct an analysis of the movement using the social change model of leadership development as a lens. After analyzing their selected global social movement, students will develop a voice-over-PowerPoint (or equivalent – Google Slides, etc.) presentation addressing their analysis. **Submit your Global Social Movement Analysis Presentation (one per group) through the Dropbox in E-learning.** At minimum, this analysis should consist of the following:

- 1) a brief overview and historical context/development of the global social movement being analyzed;

2) Individual values – who were the major leaders/actors of the movement and what aspects of consciousness of self, congruence, and commitment did they demonstrate through their statements and actions;

3) Group values - who were the followers involved in this global social movement (specific individuals, backgrounds of followers, etc.) and how did the leader(s) of the movements consider aspects of collaboration, common purpose and controversy with civility in their interactions with followers and those outside the movement;

4) Community values - what larger community/societal values did the social movement hope to convey? Was it successful? What change was the movement hoping to achieve in larger society? What was the global reach of the movement?;

5) Was the movement successful in advocating for social change? If yes, what elements of our study of change models in the class did the movement utilize? If no, how could the movement have been more effective based on the change models we have studied?;

6) What conclusions do you draw from the efforts of the global social movement related to social change and what are the lessons for future social change leaders?;

7) A bibliography of sources used to support the various sections of your presentation (10 sources minimum)

Course Evaluation

Learning Activities	Points
Introductory Letter	5
Leadership Application Activities (6 at 5 points each)	30
Leadership Case Study Analyses (2 at 10 points each)	20
Service-Learning Project (Hours Log and Reflection)	20
Global Social Movement Analysis Paper	25
Total	100

Grading Policy and Scale

The instructor expects quality in all products and performances and assigns grades per the following scale:

≥90 points = A 80-89 points = B 70-79 points = C 60-69 points = D

<60 points=E

The instructor typically awards an “A” for work that is exceptional—very strong in every sense. It represents thoughtful, detailed, creative, and critical work; shows complex thinking and insight; and is well written and free of errors (typographical, grammatical,

formatting, etc.). A “B” represents very good work. It has some weaknesses in one or more of the above areas but displays good effort overall. A “B” is a perfectly reasonable grade to earn in college. The instructor assigns lower grades to assignments with more significant weaknesses in the areas noted above. While many students in this class can expect to earn “A”s, please do not expect to earn an “A” for work that meets expectations without being in some way outstanding.

For more information on WMU’s definitions for grades and quality of work please see information published at: <https://wmich.edu/registrar/policies/grades>

All written work should be typed, double-spaced, and in 12-point standard font (e.g., Arial or Times New Roman); follow appropriate writing guidelines for your discipline (e.g., one-inch margins on all sides of the document, include a cover page, careful editing and formatting of citations and references, etc.); use correct spelling, grammar, and syntax; and submitted in MSWord format (NOT as a PDF). Students should spell-check, grammar-check, **and** edit all written work (spell-check will not catch the use of “site” when “cite” is the intended word). If it is clear that an assignment was not spell-checked and proofread, the instructor may deduct one full letter grade from the assignment.

Students’ Right to Their Own Language

The course instructor affirms the Conference on College Composition and Communication’s (CCCC) statement on Students’ Right to Their Own Language:

We affirm the students’ right to their own patterns and varieties of language – the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language.

The instructor encourages students to model *conventions* of writing appropriate to the discipline of educational leadership in their work. As such, feedback provided on student writing reflects this intention and does not imply that students are incompetent writers or communicators and that conventions of writing they may be familiar with from past personal or professional experiences are inherently bad or inappropriate.

Course Considerations

It is the instructor’s expectation that students will actively participate in both in-class and online discussions and outside assignments and activities on a consistent basis. In order to maximize graduate education, students must read and study all assigned learning resources, noting questions or issues they would like to raise.

The instructor expects students to prepare fully for each class session. This will require students to read and reflect upon assigned material and subsequently develop meaningful comments and questions. The instructor also expects students to be respectful during all class discussions. Classmates with different views should engage in active debate without being adversarial or demeaning. Students should also allow others the opportunity and space to express their own views and opinions. Students do not earn points simply for the total amount of responses submitted nor for simply agreeing or disagreeing with a fellow classmate. Instead, move the discussion to a more complex level of understanding of the issues presented in the course to contribute to classmates' learning.

When communicating with the instructor or peers through e-mail, students should use their official WMU email address and contact the instructor at eric.archer@wmich.edu. Students should include a subject for their emails, be polite and tactful, and maintain an appropriate degree of professionalism. The instructor will respond to e-mails as soon as possible; however, please allow up to 48 hours to receive a response – especially over the weekend. Students should recognize that e-mail failures sometimes occur. Please be patient and resend the e-mail if several days pass with no response.

Students should expect to receive feedback on all course assignments within two weeks of the assignment due date (unless otherwise indicated). The instructor usually attempts to provide feedback in less than two weeks; however, please allow for the full two-week period before inquiring about feedback on an assignment.

Policy on Late Assignments, Incompletes and Extra Credit

The instructor will not accept late assignments for credit, with the exception being extreme and unforeseen circumstances that prohibit students from completing their work. The instructor reserves the right to determine if a circumstance prohibiting students from completing their work constitutes an extreme circumstance and will have the final say in any such determination. The instructor may also require formal documentation of such a circumstance when making his determination. Students may, of course, appeal such decisions at the university level as appropriate.

In addition, the instructor will assign no incompletes in this class except for major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. The instructor will not offer an incomplete simply because the student desires more time to complete course assignments. Finally, there will be no extra credit assignments offered in this course.

Policy on Class Participation

An important aspect of this course is class participation and the active learning that takes place in the online environment. Success in postsecondary education requires students to actively and thoughtfully engage in all online class discussions; therefore, students will see a reduction in their final grade if they do not actively participate in all online sessions. Effective class engagement includes:

- Reviewing and studying assigned readings before each class, noting questions or issues you would like to raise
- Participating thoughtfully and actively in all class discussions and assignments
- Paying careful attention to comments offered by the instructor and other students in the class
- Participating thoughtfully and actively in group activities and discussions outside of class

WMU COVID-19 Syllabus Statement

Due to the current COVID-19 Pandemic, and consistent with the State of Michigan* requirements and the WMU Safe Return plan (<https://wmich.edu/safereturn>), safety requirements are in place to minimize exposure to the Western Michigan University community. These guidelines apply to all in-person or hybrid classes held either inside or outside a WMU building.

Facial coverings (masks), **over both the nose and mouth**, are required for all students while in class, no matter the size of the space. This includes outdoor class settings where social distancing is not possible (i.e., at least six feet of space between individuals). Following this recommendation can minimize the transmission of the virus, which is spread between people interacting in close proximity through speaking, coughing, or sneezing. During specified classes in which facial coverings (masks) would prevent required class elements, students may remove facial coverings (masks) with instructor permission, in accordance with the exceptions in the Facial Covering (mask) Policy** ("such as playing an instrument, acting, singing, etc.").

Facial coverings (masks) must remain in place throughout the class. Any student who removes the mandatory facial covering (mask) during class will be required to leave the classroom immediately.

Facial coverings (masks) are not a substitute for social distancing. Students shall observe current social distancing guidelines in all instructional spaces, both indoors and outdoors. Students should avoid congregating around instructional space entrances before and after class sessions. Students should exit the instructional space immediately after the end of class to help ensure social distancing and to allow for those attending the next scheduled class session to enter.

Students who are unable to wear a facial covering (mask) for medical reasons must contact Disability Services for Students (<https://wmich.edu/disabilityservices>) before they attend class.

These guidelines are in place to ensure the safety of all students, faculty, and staff during the pandemic. Noncompliance is a violation of the class requirements and the Student Code of Honor (<https://wmich.edu/conduct/expectations-students>).

*For current State of Michigan Executive orders, see:

https://www.michigan.gov/whitmer/0,9309,7-387-90499_90705---,00.html

**For the WMU Facial Covering (Mask) Policy, see:

<https://wmich.edu/policies/facial-covering-mask>

Statement on Recordings of Class Activities and Discussions

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance is intended solely for the student's own private use. Students who wish to record lectures or class activities for study purposes must inform the instructor first. Students with approved accommodations from the Office of Disability Services for Students (DSS) recommending the recording of class meetings must present an accommodation letter to the instructor in advance of any recordings. On any days when classes will be recorded, the instructor will notify all students in advance. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of educational privacy law.

Academic Honesty

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. (The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=36&navoid=1559>) If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

WMU Religious Observances Policy (MOA-07/02)

The University is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith (<http://www.wmich.edu/policies/religious-observances-policy>).

It is our intent that students who must be absent from scheduled classes to fulfill religious obligations or observe practices associated with their faith not be disadvantaged. However, it is the student's responsibility to make arrangements with his/her instructors in advance. It is in the student's best interests to approach each instructor expeditiously and with sufficient notice that the rights and responsibilities of the instructor are not disrupted. Instructors should make it known to classes early in the term what they consider reasonable notice for anticipated absences. Without specifying a fixed notification time, we acknowledge in this policy joint responsibility: instructors will inform students of their requirements and students will make every effort to cause no disruption in the instructors' plans and duties.

Instructors should assume that a claim of religious observance has veracity, especially when advance notice is provided by the student. Students likewise must recognize that it is their responsibility to meet all their course obligations. Instructors are not obligated to provide materials to students unless these materials would have normally been distributed to the entire class. For example, if an instructor does not normally post notes, a student cannot expect notes to be provided for lectures missed. If instructors choose to incorporate adjustments into the syllabus intended to cover student absences, it should be explicit that these apply to absences for religious observances, as well as all other contingencies.

WMU Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

WMU Non-Discrimination Policy

Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

WMU Human Rights Statement

It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

WMU Civility Statement

The university affirms the value of each individual as a member of the university community. It further reminds us that ad hominem attacks directed towards the individual, rather than the position or idea, do not contribute to an environment allowing individuals to flourish. The complete text of the Civility Statement is available from the following link:

http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20Stmt.7-27-16_0.pdf

College of Education and Human Development (CEHD) Diversity Statement

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and to apply their learning in meaningful ways.

Statement on Accommodations for Student Learning

Students requiring necessary accommodations to meet class requirements should consult with the instructor during the first week of class. The instructor would appreciate hearing from any student who would like to request an accommodation due to a documented need or other concern. Students requesting course accommodations or modifications due to a documented need (e.g., physical, learning, psychiatric, vision, hearing, etc.) should also contact the Office of Disability Services for Students (DSS) at 269.387.2116 (or at wmich.edu/disabilityservices). Please note that accommodations are not retroactive; they begin after notification.

Disability information provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

WMU Code of Conduct and Other Information

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct www.wmich.edu/conduct
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students www.wmich.edu/disabilityservices

Student Support Services (Online and On Campus)

Students can access information related to online student support services via the following link: <https://wmich.edu/online/services>.

Computer Usage and Technical Support

Students will require the use of electronic resources to complete some course requirements and to access the WMU E-learning online course site. These resources are available on the WMU campus for any student who does not have personal access to such resources. If a student is unsure of how to access these resources, please notify the instructors immediately to ensure completion of all aspects of the current course.

Students who require technical support regarding the use of any hardware or software required to complete any requirements of the course should contact the WMU IT

Helpdesk at <http://www.wmich.edu/helpdesk>, by phone at 269.387.4357 (Option 1), or by email at helpdesk@wmich.edu.

Applying for Graduation

All students must apply for a “graduate audit” many months in advance of completing their programs as follows: December 1st is the deadline for April graduation; February 1st is the deadline for June or August graduation; and August 1st is the deadline for December graduation. The application form and other information are found at: <http://www.wmich.edu/registrar/graduation/>

EDLD 3020 – 100
Leadership and Advocacy for a Diverse Society
Tentative Course Schedule

<u>Unit</u>	<u>Unit Theme</u>	<u>Unit Objectives</u>	<u>Course Objectives</u>	<u>Learning Resources</u>	<u>Assignments and Activities</u>
Unit 1	<p>1. <i>Course Introduction</i></p> <p>2. <i>Reviewing Leadership Theories</i></p>	<p>1.1. Identify the objectives and requirements for this course (Course Introduction Module).</p> <p>1.2. Articulate a definition of leadership to guide future course discussions (Readings).</p> <p>1.3. Understand the difference between leadership and management (Readings, Videos).</p> <p>1.4. Identify several foundational theories utilized in the practice of leadership (Readings, Videos, Application Activity 1).</p> <p>1.5. Provide a personal introduction of the students' previous background and interests to the instructor (Introductory Letter).</p>	2, 4	<p>Northouse (2019) – Chapter 1</p> <p><i>Everyday Leadership</i> YouTube Video – https://www.youtube.com/watch?v=hVCBrkrFrBE</p> <p><i>Management vs. Leadership</i> YouTube Video – https://www.youtube.com/watch?v=F7JCEd5yJbs</p> <p><i>Simon Sinek: Leader Versus Manager</i> YouTube Video – https://www.youtube.com/watch?v=nSUJwmpQEYg</p> <p><i>Ten Leadership Theories in Five Minutes</i> YouTube Video – https://www.youtube.com/watch?v=XKUPDUDOBVo</p>	<p>Introductory Letter</p> <p>Application Activity 1</p>
Unit 2	<i>Understanding the Social Change Model of Leadership</i>	<p>2.1. Examine the development and aspects of the social change model of leadership development (Readings, Videos).</p> <p>2.2. Apply aspects of the social change model of leadership development to real-world leadership</p>	4	<p>Komives, Wagner, & Associates (2017) – Chapters 1-2</p> <p><i>Social Change Model of Leadership Development Educational Video</i></p>	Application Activity 2

		practice (Application Activity 2).		<p><i>for Students</i> YouTube Video – https://www.youtube.com/watch?v=sR2RAR-9VSY</p> <p><i>The Social Change Model of Leadership Development</i> YouTube Video – https://www.youtube.com/watch?v=PpjGCP5ee-k</p>	
Unit 3	<p>1. <i>The Social Change Model: Individual Values</i></p> <p>2. <i>Effective Oral and Digital Communication Strategies</i></p>	<p>3.1. Discuss the role of personal values in shaping one's own leadership style and practice (Readings, Videos).</p> <p>3.2. Apply aspects of the social change model of leadership development to real-world leadership practice (Application Activity 3).</p> <p>3.3. Examine recommended strategies for improving students' oral and digital communication skills (Readings).</p> <p>3.4. Apply concepts from various leadership theories/models to real-world issues in leadership practice (Leadership Case Study Analysis 1).</p>	3, 4, 6	<p>Komives, Wagner, & Associates (2017) – Chapters 3-5</p> <p><i>A Guide to Effective Communication in Today's Digital World</i> – https://blog.wps.com/a-guide-to-effective-communication-in-todays-digital-world/</p> <p><i>Cultural Intelligence: What is Core and Flex?</i> YouTube Video – https://www.youtube.com/watch?v=trPOurwfB4w</p> <p><i>Doing Core Values</i> YouTube Video – https://www.youtube.com/watch?v=ulWkN0k0MVE</p> <p><i>Verbal Communication Skills</i> –</p>	<p>Application Activity 3</p> <p>Leadership Case Study Analysis 1</p>

				https://www.skillsyouneed.com/ips/verbal-communication.html <i>Why Values Matter</i> YouTube Video – https://www.youtube.com/watch?v=a1Fc6nwpks <i>Why We Need Core Values</i> YouTube Video – https://www.youtube.com/watch?v=EtLY7dYAOpo&t=50s	
Unit 4	1. <i>The Social Change Model: Group Values</i> 2. <i>The Social Change Model: Community Values</i>	4.1. Recognize how interactions between leaders and followers can affect leadership practice (Readings, Videos). 4.2. Examine the importance of fostering collaboration and developing a common purpose among leaders and followers within organizations (Readings, Videos). 4.3. Discuss the role of community values and citizenship in shaping one's approach to leadership practice (Readings, Videos). 4.4. Apply aspects of the social change model of leadership development to real-world leadership practice (Application Activity 4).	4, 6	Komives, Wagner, & Associates (2017) – Chapters 6-10 <i>An Indigenous Journey to Leadership</i> YouTube Video – https://www.youtube.com/watch?v=0xxg5pJdxUY <i>Bringing Citizenship to the Center of our Lives</i> YouTube Video – https://www.youtube.com/watch?v=rEC7mdFo58s <i>Happiness: Building a Values Led Organization</i> YouTube Video – https://www.youtube.com/watch?v=PhEow6_kjt4	Application Activity 4

				<p><i>How Great Leaders Inspire Action</i> YouTube Video – https://www.youtube.com/watch?v=qp0HIF3SfI4</p> <p><i>Leadership and Identity: Solving the People Problem</i> YouTube Video – https://www.youtube.com/watch?v=zs5hUpts2gQ</p>	
Unit 5	<i>Change Leadership</i>	<p>5.1. Articulate practical strategies for supporting followers during the process of organizational change (Readings, Videos).</p> <p>5.2. Apply aspects of change leadership models to real-world leadership practice (Application Activity 5).</p>	4, 6, 7	<p>Bridges (2009) – Chapters 1-4</p> <p><i>Change vs Transition</i> YouTube Video – https://www.youtube.com/watch?v=6JVPiG3t67U</p> <p><i>People Love Change, They Just Don't Like Transition</i> YouTube Video – https://www.youtube.com/watch?v=jL-Ue7r3zVU</p> <p><i>Six Keys to Leading Positive Change</i> YouTube Video – https://www.youtube.com/watch?v=owU5aTNPJbs</p> <p><i>When Change is not a Choice</i> YouTube Video – https://www.youtube.com/watch?v=5PXd2m50tZA</p>	Application Activity 5

				OPTIONAL: Bridges (2009) – Chapter 5-9	
Unit 6	<i>Global Leadership</i>	6.1. Articulate a definition of global leadership (Readings, Videos). 6.2. Examine the relationship between culture and leadership (Readings, Videos). 6.3. Recognize the need of effective and socially just leadership in a global society (Readings, Videos). 6.4. Apply concepts from various leadership theories/models to real-world issues in leadership practice (Leadership Case Study Analysis 2). 6.5. Reflect on practical lessons learned from applying the social change model of leadership development to student's ongoing service-learning project (Service-Learning Hours Log and Reflection).	1, 2, 4, 6, 8	Gundling, Hogan, and Cvitkovich (2012) – Chapter 2 Reilly (2007) <i>Five Barriers to Global Leadership</i> YouTube Video – https://www.youtube.com/watch?v=jxa64YFyL_o <i>GLOBE Study of 62 Societies on a World Map</i> YouTube Video – https://www.youtube.com/watch?v=jKY8FhMPLEA <i>How Culture Drives Behaviours</i> YouTube Video – https://www.youtube.com/watch?v=l-Yy6poJ2zs <i>LeadershipTV: What Makes a Global Leader?</i> YouTube Video – https://www.youtube.com/watch?v=pMGJ9KJvBU <i>What Makes a Global Leader</i> YouTube Video – https://www.youtube.com/watch?v=hZhUAtoK9o	Leadership Case Study Analysis 2 Service-Learning Hours Log and Reflection
No Class	<i>WMU Thanksgiving Holiday</i>				

Unit 7	<i>Leadership for Social Change</i>	<p>7.1. Examine the use of the social change model of leadership development as a tool for analyzing and implementing real-world social change (Readings, Video, Global Social Movement Analysis Paper).</p> <p>7.2. Apply aspects of the social change model of leadership development to real-world leadership practice (Application Activity 6).</p>	1, 2, 3, 4, 5, 6, 7, 8	<p>Komives, Wagner, & Associates (2017) – Chapters 11-12</p> <p><i>Addressing Complex Social Change...What If</i> YouTube Video – https://www.youtube.com/watch?v=XC2Alvzcs-Q</p>	<p>Application Activity 6</p> <p>Global Social Movement Analysis Presentation</p>
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EDLD 3020: Leadership & Advocacy for a Diverse Society WES Essential Studies Level 3 Connections – Global Perspectives		
WMU Essential Studies Student Learning Outcomes:	Assignments and/or learning activities that meet the criteria within the rubric that is aligned with the SLO:	When the SLO Assessment will take place:
1. Develop global and international perspectives.	<p>Global Social Movement Analysis Presentation, 1 at 25 points (25%)</p> <p><u>WMU Essential Studies assessment for SLO's #1 and #3: Develop global and international perspectives; Demonstrate effective and appropriate oral and digital communications.</u></p> <p><i>Description:</i> Working in small groups, students will select a global social movement (either past or present) to analyze using the social change model of leadership development. Examples of global social movements include: Black Lives Matter (both in the U.S. and abroad); the anti-Apartheid movement in South Africa; the U.S. Civil Rights movement; the Feminist movement; Occupy Wall Street; Canada's Indigenous People's movement; etc. Once a group has selected a global social movement, they are to conduct an analysis of the movement using the social change model of leadership development as a lens. After analyzing their selected global social movement, students will develop a voice-over-PowerPoint (or equivalent –</p>	Students will submit their Global Social Movement Presentation as a voice-over-PPT (or other equivalent presentation format) during Unit 7 at the end of the Fall semester (Finals Week).

	<p>Google Slides, etc.) presentation addressing their analysis.</p> <p>Submit your Global Social Movement Analysis Presentation (one per group) through the Dropbox in E-learning. At minimum, this analysis should consist of the following:</p> <ul style="list-style-type: none"> 1) a brief overview and historical context/development of the global social movement being analyzed; 2) Individual values – who were the major leaders/actors of the movement and what aspects of consciousness of self, congruence, and commitment did they demonstrate through their statements and actions; 3) Group values - who were the followers involved in this global social movement (specific individuals, backgrounds of followers, etc.) and how did the leader(s) of the movements consider aspects of collaboration, common purpose and controversy with civility in their interactions with followers and those outside the movement; 4) Community values - what larger community/societal values did the social movement hope to convey? Was it successful? What 	
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	<p>change was the movement hoping to achieve in larger society? What was the global reach of the movement?;</p> <p>5) Was the movement successful in advocating for social change? If yes, what elements of our study of change models in the class did the movement utilize? If no, how could the movement have been more effective based on the change models we have studied?;</p> <p>6) What conclusions do you draw from the efforts of the global social movement related to social change and what are the lessons for future social change leaders?;</p> <p>7) A bibliography of sources used to support the various sections of your presentation (10 sources minimum)</p>	
<p>2. Work both independently and in collaboration with others to achieve goals.</p>	<p>Service-Learning Project (Hours Log and Reflection), 1 at 20 points (20%)</p> <p><u>WMU Essential Studies assessment for SLO #2: Work both independently and in collaboration with others to achieve goals.</u></p> <p><i>Description:</i> Working as an individual or in small groups, students will complete a service-learning project consisting of a minimum of 25 contact hours</p>	<p>Students will complete all required hours for their service-learning project (submission of hours log and personal reflection on their experience) by Unit 6 prior to the WMU Thanksgiving Break.</p>

	<p>with other individuals or an organization over the course of the semester. Students are free to choose a wide-range of potential service activities including individual volunteer service, providing volunteer service to an existing organization, virtual service-learning opportunities, etc. Service activities can take place on the WMU campus, in the larger Kalamazoo community, with organizations that are from the students' hometown, etc. Some volunteer opportunities in the Kalamazoo community can be found here: https://gryphon.org/volunteer/. However, there are numerous potential volunteer sites for students in the course. While completing service-learning activities, students will keep a log tracking their hours as well as a brief description of tasks completed during those hours. The minimum of 25 volunteer hours can be completed all at once in a single activity or across multiple volunteer activities. At the end of the semester, students will submit their hours log to the instructor along with a 3-5 page, double-spaced paper providing a brief overview of the service activity completed, student's reflections on what they learned while completing this activity, how aspects of their service related to the 7 C's from the social change model, and how they plan to leverage this experience in their future personal and professional lives.</p>	
3. Demonstrate effective and appropriate oral and digital communications.	Global Social Movement Analysis Presentation, 1 at 25 points (25%)	Students will submit their Global Social Movement Presentation as a voice-over-

	<p><u>WMU Essential Studies assessment for SLO's #1 and #3: Develop global and international perspectives; Demonstrate effective and appropriate oral and digital communications.</u></p> <p><i>Description:</i> Working in small groups, students will select a global social movement (either past or present) to analyze using the social change model of leadership development. Examples of global social movements include: Black Lives Matter (both in the U.S. and abroad); the anti-Apartheid movement in South Africa; the U.S. Civil Rights movement; the Feminist movement; Occupy Wall Street; Canada's Indigenous People's movement; etc. Once a group has selected a global social movement, they are to conduct an analysis of the movement using the social change model of leadership development as a lens. After analyzing their selected global social movement, students will develop a voice-over-PowerPoint (or equivalent – Google Slides, etc.) presentation addressing their analysis.</p> <p>Submit your Global Social Movement Analysis Presentation (one per group) through the Dropbox in E-learning. At minimum, this analysis should consist of the following:</p> <p>1) a brief overview and historical context/development of the global social movement being analyzed;</p>	<p>PPT (or other equivalent presentation format) during Unit 7 at the end of the Fall semester (Finals Week).</p>
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	<p>2) Individual values – who were the major leaders/actors of the movement and what aspects of consciousness of self, congruence, and commitment did they demonstrate through their statements and actions;</p> <p>3) Group values - who were the followers involved in this global social movement (specific individuals, backgrounds of followers, etc.) and how did the leader(s) of the movements consider aspects of collaboration, common purpose and controversy with civility in their interactions with followers and those outside the movement;</p> <p>4) Community values - what larger community/societal values did the social movement hope to convey? Was it successful? What change was the movement hoping to achieve in larger society? What was the global reach of the movement?;</p> <p>5) Was the movement successful in advocating for social change? If yes, what elements of our study of change models in the class did the movement utilize? If no, how could the movement have been more effective based on</p>	
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	<p>the change models we have studied?;</p> <p>6) What conclusions do you draw from the efforts of the global social movement related to social change and what are the lessons for future social change leaders?;</p> <p>7) A bibliography of sources used to support the various sections of your presentation (10 sources minimum)</p>	
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